

SCHOOL IMPROVEMENT - DISTRICT

The Department of Elementary and Secondary Education (DESE) will identify, for school improvement, districts that do not make Adequate Yearly Progress (AYP) in the same subject area for two consecutive years. The district will have the opportunity to review the data before the official announcement is made.

After the data has been reviewed, and if the data is accurate, the district will include the following in its next report card:

- the reason(s) for identification
- strategies the district will use to improve student achievement
- ways that parents can participate in supporting the district in its efforts to improve

The district will, within three months of its identification for School Improvement:

- Do an extensive review of the district disaggregated data in order to identify areas in which student performance should be improved in reading/communication arts and mathematics.
- Revise its Comprehensive School Improvement Plan (CSIP) in a way that has the potential for improving student achievement in communication arts and mathematics with special focus on the subject area and/or subgroup(s) that caused the district to be identified for school improvement.
- Choose strategies that are research-based and include appropriate professional development. These strategies will probably be most effective if used districtwide.
- Implement appropriate extended-day and -year activities.
- Include strategies for promoting effective parent involvement if they are not already part of the CSIP.

No Child Left Behind requires the state to provide technical assistance to a district in school improvement. This technical assistance will be research-based and will address the reasons the district is identified for school improvement.

A district has two years in school improvement to make AYP. If the district is not successful, additional steps must be taken.